

INSPECTION REPORT

CHRIST CHURCH C OF E PRIMARY SCHOOL

Purley, CR8 2QE

LEA area: London Borough of Croydon

Unique reference number: 101793

Headteacher: Mr. K. G. Edmonds

Reporting inspector: Michael Hewitt
7865

Dates of inspection: 3-10 March 2000

Inspection number: 186204

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Montpelier Road Purley Surrey
Postcode:	CR8 2QE
Telephone number:	020 8660 7500
Fax number:	020 8645 0349
Appropriate authority:	The governing body at the school
Name of chair of governors:	Mrs J. M. Winton
Date of previous inspection:	27-30 November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Michael Hewitt	Registered inspector	Geography Science	Information about the school. The school's results and achievements. How well are pupils taught? How well is the school led and managed?
Sarah McDermott	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Gillian Broadbent	Team inspector	Areas of learning for children under five Information technology Mathematics	
John Grove	Team inspector	Design and technology History Physical education Special educational needs	
Glenys King	Team inspector	Art English Equal opportunities Music	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church C. of E. Primary School for pupils aged 4-11 is voluntary aided with a roll of 217. Overall there are more boys than girls, particularly in Years 1 and 5. About 18 per cent are from ethnic minority families. The school assesses 15 per cent of the pupils as having special educational needs; two with statements of special educational needs. The attainment of the pupils on entry to the school is generally good. A small number of pupils have English as an additional language with one pupil requiring some additional support to develop full fluency. Around five per cent of pupils are eligible for free school meals, which is below the national average. The school draws from eight parishes and is over-subscribed.

HOW GOOD THE SCHOOL IS

Christ Church is a caring, friendly community. It is a good school. Standards of attainment have improved in the core subjects. Much of the teaching is very good or excellent but the quality of teaching is very variable across different subjects and classes. The leadership and management of the school are satisfactory. The school provides satisfactory value for money.

What the school does well

- High standards in English and mathematics.
- Effective teaching and learning in the infant classes.
- Excellent support from classroom assistants.
- Very good provision for pupils' personal, moral and social development.

What could be improved

- Roles of the headteacher and governing body in monitoring and in planning for school improvement.
- 24% of teaching is unsatisfactory or poor in the junior classes.
- Assessment of pupils' learning in order to set and to reach challenging short-term and long-term targets.
- Standards below national expectations in art for 7 year olds and in art, geography and information technology for 11 year olds.
- Unsatisfactory provision for pupils' cultural development.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1995. Improvements include standards in English, mathematics and science for infant and junior pupils and in design and technology for juniors, and in the quality of learning and standards achieved for pupils with special educational needs. Statutory requirements in the registration of attendance and in information technology are fully met. Although the quality of management has improved it has had insufficient impact. Improvement in the teaching of junior classes is unsatisfactory. Goals for development are not clear. Standards in art for infant and junior pupils and in information technology for juniors have not improved. Provision for pupils' cultural development remains unsatisfactory. There is better planning for pupils' learning but assessment is inconsistent. Standards in geography for the junior pupils

have deteriorated. Overall, in the four years the degree of improvement has been unsatisfactory.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A	B
Mathematics	A	A	A	B
Science	C	C	B	D

Key

well above average A
 above average B
 average C
 below average D
 well below average E

Evidence from this inspection confirms these standards which are particularly strong in English and mathematics. The trend in improvement has been maintained with an increasing number of pupils gaining higher test levels. The school's targets are insufficiently challenging for 11 year olds, particularly for the able and talented pupils. There are weaknesses in art, geography and information technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Positive and enthusiastic.
Behaviour, in and out of classrooms	Very good for vast majority but a significant amount of disrespectful behaviour in Year 5.
Personal development and relationships	Very good development of personal responsibility as the pupils progress through the school but some unsatisfactory relationships in Years 5 and 6.
Attendance	Satisfactory.

Overall, a strength of the school contributing to the positive atmosphere and to pupils' learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Particular strengths in English, science and physical education. Some very effective teaching in Years 2, 4 and 6 but the results of using more than one teacher in Years 5 and 6 are unsatisfactory. Overall, 27% of the teaching was very good or better. 83% was satisfactory or better with 17% unsatisfactory or worse. The pupils' learning is very good in the infant classes but their progress then slows because of inconsistencies in practice and lower expectations, particularly for able pupils, in junior classes. The marking of their work often does not indicate how they could improve their standards. Teachers' planning has benefited from use of the National Literacy and Numeracy Strategies although the mental and oral start in mathematics lessons is often ineffective in junior classes. Across the curriculum the skills of literacy are well developed but numeracy skills are not regularly used in subjects other than mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Parents, the local community and extra-curricular activities greatly enhance and enrich the statutory curriculum. Poor timetabling.
Provision for pupils with special educational needs	Very good support offered allowing all pupils full access to the curriculum.
Provision for pupils with English as an additional language	Very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good spiritual and very good moral development enhanced by strong links with Christ Church and its parish. Very good provision for social development but cultural provision, particularly multicultural aspects, is unsatisfactory.
How well the school cares for its pupils	Very good welfare and health and safety care. Some inconsistent approaches to behaviour in classes and in the assessment of pupils' progress in their learning.

A strong and beneficial partnership with parents. Curriculum quality is undermined by timetabling arrangements, which seriously reduce the breadth and depth of learning. The collection and use of information to demonstrate pupils' achievements are poor.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership by the headteacher. Some effective teamwork to secure improvements but variations in quality of subject co-ordination across the school.
How well the governors fulfil their responsibilities	Holds the school to account effectively but interpretation of roles of critical friend and deciding the school's strategy are unsatisfactory.
The school's evaluation of its performance	Unsatisfactory. Insufficient monitoring of the quality of provision and of the standards achieved. Ineffective improvement plan.
The strategic use of resources	Resources are used effectively but decisions on spending are insufficiently related to educational priorities.

The governing body is very supportive but there is a lack of clarity in its role in the leadership and management of the school with the result that some improvements required since the last inspection have not been secured. The use of job sharing is sometimes ineffective and there is too much variation in the quantity and quality of learning resources. The accommodation is very good and well used. The principles of best value have not yet been established.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Leadership of the headteacher to secure improvement. • Positive attitudes and relationships fostered by the school. • Promotion of maturity and responsibility of pupils. • Involvement of parents in the school • Behaviour of pupils. 	<ul style="list-style-type: none"> • Consistency in the setting and marking of homework. • Information on their children's progress. • An extended range of interesting activities outside lessons. • Challenge for the more able. • Consistency in Year 3 with Year 2 expectations.

Inspectors' judgements support the parents' positive views with a reservation about the behaviour of pupils in Year 5. Most classes are set an appropriate amount of homework but there is inconsistency in the setting and marking of homework in some classes. Parents receive a good amount of information but reporting on their child's progress is not always clear. There is a very good range of extra-curricular activities; parents' concerns in this area are not justified. The academically most able pupils are not stretched sufficiently. The quality of work dips in the junior years.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. There are high standards of attainment in English and mathematics across the school.
2. In the 1999 national tests at the end of Key Stage 1, results for 7 year old pupils reaching level 2 or above were well above the national average in reading, writing and in mathematics. These results are displayed in the table on page 29. At the significantly more demanding level 3, the results were very high in both reading and mathematics and well above the national average in writing. Taking all test performance levels for all pupils into consideration, pupils generally exceed the national average for their age group by the equivalent of more than one year in their progress in learning mathematics and their reading and by more than two terms in their writing.
3. In the 1999 national tests at the end of Key Stage 2, results for 11 year old pupils reaching level 4 or above were well above the national average in English, mathematics and science. These results are displayed in the table on page 29. At the significantly more demanding level 5 or above, the results were also well above the national average in English and mathematics but below the national average in science. Taking all performance levels for all pupils into consideration, these results exceed the national average by the equivalent of over two terms of progress in learning in English and mathematics and half a term in science. These results are summarised in the table on page 7.
4. In comparison with schools with pupils from similar backgrounds (with up to 8 per cent entitlement to free school meals) results at Key Stage 1 are very high in reading and mathematics and well above average in writing. However, at Key Stage 2 the results in English and mathematics are above the average for similar schools and in science below the average compared with similar schools.
5. The pupils' attainment at 11 years of age was significantly higher in English and mathematics than in science, and at 7 years of age it was higher in mathematics and reading than in writing. This reflects the national picture for 7 year olds where, pupils attained higher scores in their reading than in their writing.
6. In the end of key stage tests, girls performed better than boys at age 7 in reading and writing and at age 11 in English. This difference between boys and girls was greater than was the case nationally. In mathematics there was no significant difference at 7 years old, similar to the national picture; but at 11 years old boys performed better than girls and the difference was greater than the case nationally. There was no significant difference in the science results for boys and girls compared with the national picture.
7. Since the school's previous inspection in 1995 the improvement in standards of attainment in the core National Curriculum subjects has been outstanding at Key Stage

1 and very good at Key Stage 2. Such improvements have been greater than found nationally over the four year period. At Key Stage 1, standards in reading, writing and in mathematics increased significantly in 1997 compared with 1996 and have remained consistently high over the past three years. At Key Stage 2 standards in English, mathematics and science increased significantly in 1996 compared with 1995. There was a decline in 1997 followed by a steady improvement to 1999 levels, which generally improved upon the previous best. Some year by year variation has reflected the small number of pupils with a lower level of prior attainment within a year group. Overall, improvement has reflected the increase in the number of pupils gaining the higher levels at both key stages. At Key Stage 2 the percentage of pupils attaining National Curriculum level 5 has increased in each successive year from 1996 in both English and mathematics.

8. The school comfortably achieved the targets which it set for 11 year olds in English and science in 1999 and came close to reaching its target in mathematics. The targets were not sufficiently challenging. Target setting is unsatisfactory. The school's assessment systems are not well established. Performance targets are only set for pupils in Year 6 and pupils on the special educational needs register. The Year 6 targets are neither systematically reviewed nor monitored. Following the 1999 end of Key Stage 2 tests no analysis was made of how accurate the individual pupil's targets had been. The targets set for the present Year 6 pupils are of limited value. There are examples of pupils assessed at level 4 in Year 4 then set a target of level 4 in Year 6 in their end of Key Stage 2 tests in 2000. Many pupils are not being suitably challenged. There is not enough emphasis on achieving the school's expressed aim to help each pupil to realise his/her potential. The school invests a significant amount of time and money to ensure an appropriate range of commercial assessments is completed and the data is collected. Annual assessments are carried out in all but one year group. Overall, the analysis of this assessment information is poor. In spite of the wide range of assessments available, the school is unable to evaluate the progress of different groups of pupils, by gender, ethnic background or prior attainment. The performance of pupils is not tracked over time. The information is not used to set realistic yet challenging targets for pupils' attainment.

9. By five years of age, the majority of the pupils will attain standards above those expected nationally in personal and social development, language and literacy and in mathematics. Standards are in line with those expected nationally in other areas of learning: in knowledge and understanding of the world, in physical development and in creative development.

10. Current attainment of the pupils in Year 2 indicates that the pupils will achieve standards at the end of the key stage well above those expected nationally in English, mathematics, science, design and technology and in physical education. Standards are in line with those expected nationally in geography, history and in information technology and below those expected in art. There was insufficient evidence to reach a judgement in music.

11. Current attainment of the pupils in Year 6 indicates that they will achieve standards at the end of the key stage well above those expected nationally in English and mathematics and above those expected nationally in science, design and

technology and in physical education. Standards are in line with national expectations in history but are below the national expectations in art, geography and in information technology. There was insufficient evidence to reach a judgement in music.

12. Generally, the progress of girls remains better than that of boys, especially in Years 5 and 6 where some of the boys are not always working to their best capability. There are no significant differences in the progress of pupils of different ethnic background. The progress made by pupils with special educational needs is very good overall. They benefit from very good support. The special educational needs register is clear and staff work in partnership to ensure that lessons match the pupils' learning needs. The pupils' individual education plans are thorough and systematically reviewed and staff know the pupils' targets. Many of the school's lower attaining pupils reach standards in line with national expectations for their age. The progress of pupils with statements of special educational needs is excellent. Good improvement has been made since the last inspection when a key issue was to "improve the quality of learning and the standards achieved by pupils with special educational needs". Very good progress is made by pupils with English as an additional language.

13. The school's support for able and talented pupils is variable. These pupils make good progress in the reception and infant classes but unsatisfactory progress in the junior classes. There are opportunities to demonstrate talents in a variety of ways. The school enters sporting competitions, often with great success. The Year 6 drama productions are excellent. At these and other events the pupils demonstrate their skills and talents, many of which are developed outside the school. At present there are two Year 4 pupils on the able and talented register. Systems to ensure all able and talented pupils are recognised are not secure. For example, one Year 5 pupil has an extremely high non-verbal reasoning test score, but he is not on the school's able and talented register. As yet, talented pupils have not secured level 6 in the end of key stage mathematics tests, a feature in some schools.

14. The attainment of pupils on entry to the school is variable but generally it is good compared with other schools. Their achievement in Reception class is satisfactory and they therefore move into the early stages of the National Curriculum within the reception year. In Key Stage 1 the pupils show very good achievement, making very good progress to achieve high standards by the end of the key stage. In Key Stage 2, the pupils' achievements are satisfactory. Many pupils do not make as much progress as they should. This is demonstrated by the results at the end of Key Stage 2, which are less impressive when compared with similar schools than when compared with all schools. This is shown by the table on page 7. There is insufficient challenge in Key Stage 2 with inconsistencies in the standards attained from one subject to another and in the expectations of different teachers.

Pupils' attitudes, values and personal development

15. The pupils are positive and enthusiastic about school. Many parents endorse this view and state that their children are happy to come to school. One parent said it is hard to keep her children away from school! The pupils give many good reasons why they like school. In particular, the Year 6 pupils appreciate the good range of school visits and said that they will be sorry to leave Christ Church C of E School. The supportive

stance of the parents clearly influences their children who come to school with a positive will to learn.

16. The attitudes of pupils to learning and to school life are good. In lessons, the vast majority of pupils are interested and involved in what they are learning. They know the routines well and get down to work promptly at the beginning of the day. In the Year 3 class on Friday morning all pupils were fully prepared for the weekly mental mathematics test before assembly and swiftly started on the task when directed. When the teaching is enthusiastic and interesting the pupils respond well and are captivated by the subject matter. In a Year 6 lesson on "Midsummer Night's Dream", the pupils listened attentively to the animated rendering by the teacher and then put good effort into tackling the difficult vocabulary and word order of Shakespeare. In a Year 4 lesson based on "The Lion, The Witch and The Wardrobe" the pupils demonstrated a love of reading, enthused by the teacher's own subject knowledge. In a few lessons, particularly in Year 5, where the expectations of the teacher are not sufficiently high or learning objectives are not clear, the pupils easily go off task and lose enthusiasm for learning.

17. The pupils have a very good interest and involvement in school activities. They willingly put themselves forward for small jobs and responsibilities around the school. The pupils are proud to be selected for the role of monitors or School Council members. The many clubs on offer at lunchtime and after school are also well supported by the pupils. During the inspection week, a good number of boys and girls were seen in the drama club, the chess club and playing football and netball.

18. The overall behaviour of the pupils is very good. For some years there has been no exclusion of pupils. The vast majority of pupils are very well behaved both in and out of class. Parents almost unanimously agree that behaviour is good and are impressed with how the pupils behave when on visits out of school. The pupils are courteous and the vast majority know how to behave in the presence of adults. They talk politely to visitors and invariably open doors and stand to one side as visitors pass. The pupils are very orderly as they come in and go out to play and walk to assembly. Sometimes pupils are noisy at lunchtime and boisterous in the playground but it is never more than the result of high spirits. However, the behaviour of many pupils in Year 5, and in particular the boys, is poor. They tend to ignore their teacher and continue conversations, paying little regard to her instructions. Many move unnecessarily around the classroom and fail to concentrate on the task in hand. Several poorly behaved pupils affect the attitude of the whole class and disrupt the learning of those pupils who want to progress.

19. The personal development of the pupils and their relationships are very good. There is no evidence of bullying or harassment between girls and boys or between those of different ethnic backgrounds. Relationships between the pupils are very good. They are sensitive to the feelings of others and are very good at caring for the needs of their younger or less able peers. The shared reading session on Friday afternoon demonstrated the supportive attitude of Year 6 pupils towards younger pupils in Year 1. The pupils in Year 6 also took impressive responsibility for the conduct and progress of the younger pupils in their reading. The pupils who wear the "Special Friend" badges are sensible and sensitive in helping lonely children in the playground. Relationships

between the pupils and the staff are generally good. Pupils feel happy to turn to adults for help and enjoy their company. However, some pupils in Year 5 are disrespectful of their teacher, often answering back in a flippant way or rudely brushing off reprimands.

20. The pupils willingly take a lot of responsibility in the classroom and in the school. In class, pupils are appointed as monitors to help with the organisation of the room. Members of the School Council value their contribution towards the running of the school. They were mature and thoughtful in preparing the Code of Conduct for use in the classrooms. Prefects in Year 6 often show visitors around the school. At lunchtime two prefects answer the telephone and take messages in order to assist the School as well as to extend their personal skills.

21. Most pupils have very good respect for the values and beliefs of others. They respond very well to the strong Christian foundation of caring for all around them. The pupils are fully involved in supporting local and national charities. In assembly all pupils bow their heads respectfully for prayers and reflection. In lessons, they listen well to what others have to say, even if they do not entirely agree. The pupils in Year 2 all contributed well to a discussion based on the book "A Country Far Away", giving sensitive views on how life is different for children in the affluent West compared to the poorer African countries.

22. The attendance rate is satisfactory. It is broadly in line with the national average. There was no unauthorised absence in 1998-99. The school has effective lines of communication with parents to ensure absences are explained and followed up promptly. Last academic year the attendance rate dipped just below 95% indicating a downward trend from previous years. This is attributable to long-term illness, an extended holiday abroad and family problems. Most authorised absence is the result of illness but there is a significant number of families who take their children out of school for holidays in term time. Although the school does not condone holidays in school time and asks parents to seek written permission, a few families are not deterred from taking their holiday during the school term. The punctuality of pupils is good. The good attendance of the vast majority of pupils is a positive foundation for the high academic standards achieved.

HOW WELL ARE PUPILS TAUGHT?

23. Overall, 83 per cent of the teaching was satisfactory or better with 27 per cent very good or better. 17 per cent of the teaching was unsatisfactory or worse.

24. There was considerable variation in the quality of teaching; by key stage, by year group and by subject. For the under fives, 22 per cent of the teaching was very good or better with no unsatisfactory teaching. In the infant classes, 37 per cent of the teaching was very good or better and only 5 per cent unsatisfactory. In the junior classes, 24 per cent of the teaching was very good or better, and 24 per cent unsatisfactory or worse. There are particular strengths in the teaching in Years 4, 2, 6, 1 and Reception with 53, 50, 27, 22 and 22 per cent of the teaching respectively very good or better. However, 55 per cent of the teaching in Year 5 was unsatisfactory or worse and 26 per cent similarly in Year 6. Particularly successful teaching was observed where learning was a challenge, well matched to the pupils' learning needs and fun. Unsuccessful teaching

lacked challenge for the pupils' learning, sometimes reflecting insecure subject knowledge of the teacher, and was often associated with poor behaviour management skills. In Years 5 and 6, unsatisfactory teaching is related to a class taught by more than one teacher. Across the school, some sessions are too long and others too short. This also contributes to unsuccessful teaching.

25. The quality of teaching for the under fives was good for the pupils' personal and social development, language and literacy and mathematics and satisfactory in relation to their knowledge and understanding of the world, creative development and physical development. In the infants, the quality of teaching was very good in mathematics and physical education, good in English and science, satisfactory in information technology and geography and unsatisfactory in art. There was insufficient evidence to make a judgement in design and technology, history and in music. In the juniors, the quality of teaching was very good in science, good in English and physical education, satisfactory in mathematics, history and in design and technology and unsatisfactory in art and in information technology. No judgement was made on teaching in geography and in music.

26. Overall the school is effective in promoting equal opportunities. The individual education plans of pupils with special educational needs are generally well written. While some targets are too broad, they have a positive effect upon the pupil's learning. The support offered by the special educational needs co-ordinator to her colleagues and to pupils is good. She works in the classroom alongside the classteacher who plans her support work. This is working well overall. Where it is most effective, she helps pupils make progress against their own targets in the context of what the class is learning. For example in a Year 3 mathematics lesson where the pupils were working out the least number of coins to make a given amount of money, she used good questioning skills and gave the pupils sufficient time to think about the problem, maintaining a brisk pace and challenge. The support is less effective where the work to be covered is too difficult for the pupils to grasp within the time allocated. The special educational needs co-ordinator does not have sufficient time with the pupils to consolidate the work covered, working with each group once each week. The overall quality of the provision made for pupils with special education needs is sometimes reduced by poor use of time by the class teacher. A plenary session overran in one session with the result that the special educational needs co-ordinator taught for only nineteen of a possible forty minutes, the remainder spent listening to the plenary session. The work of classroom and welfare assistants is excellent. In a shared reading activity by a class, part of a literacy hour, an individual copy of the class big book was provided for a pupil, the classroom assistant reading it with him, explaining the text and ensuring he followed it as part of the whole lesson. The assistants work in close partnership with the teachers, for example writing the pupils' observations on a chart while the teacher maintains the pace of discussion. In the same way, classroom assistants often ask questions and contribute ideas. Generally the needs of boys and of girls are met, though in the context of high levels of attainment the boys do not narrow their national attainment gap with girls. However in Year 5, where the number of boys is vastly greater than girls, the boys are often allowed to dominate and be distracting to the detriment of all members of the class. Provision for the small number of pupils with English as an additional language is effective because support for their English language development has been strong. The needs of pupils of different ethnic

backgrounds are met. All pupils, irrespective of their ethnic background, generally show confidence and contribute well towards their own and others' achievements. Able and talented pupils receive appropriate challenge in the reception and infant classes but this is unsatisfactory in the junior classes.

27. The teachers are generally competent in teaching the basic skills of literacy and numeracy. As a result the pupils make good progress in these skills. Particularly in Key Stage 1, the teachers' mastery in English creates considerable challenge with interesting subject matter presented to the pupils and stimulating questions posed. In science, the teachers have given priority to developing their own subject knowledge with the result that lessons include exciting and interesting activities. Enthusiasm and expertise in physical education gives teachers the confidence to demonstrate activities effectively to challenge pupils to perform well. Most teachers lack expertise in art, geography and music. This limits the scope and approach of many teachers in these subjects with a consequent narrowness in pupils' learning, especially in Key Stage 2

28. Clear procedures assist the teachers' planning of lessons. Teachers write half-termly plans for all subjects. This helps establish momentum within a sequence of lessons and enables the teachers to anticipate their learning resource needs but frequently it does not ensure an increasing level of demand for pupils, unless the plan closely reflects a detailed scheme of work, as in science. The introduction of a scheme of work has improved the quality of teaching in information technology but in history there is no effective scheme of work and in some subjects, such as art and design and technology, its value is lost because teachers select areas of work from the scheme at the expense of others, that are omitted. Planning for an increasing level of demand upon pupils is facilitated in English and mathematics by adherence to the national teaching frameworks in the literacy and numeracy strategies. This also assists planning for individual lessons to ensure one lesson builds upon the previous lesson and that the learning needs of pupils of a range of attainment are met. Thus in a memorable English lesson in Year 2 the higher attaining pupils were given three columns in which to describe the appearance of farmers Boggis, Bunce and Bean and lower attaining pupils had to complete a matrix of five specified characteristics (voice, size, hair colour, walk and clothing) for each farmer within the Roald Dahl story. Generally, the teachers identify effectively a specific learning objective for a lesson and tell the pupils what they are to learn. This assists the pupils' motivation and learning. This is especially effective in science and in physical education. It assists the planning of the stages of a lesson, including a good rounding off at its conclusion. It also assists in the identification of good visual images to illustrate an abstract idea, as in mathematics. Sometimes the learning objectives are not clear with the planning based upon what the pupils are to do rather than what they are to learn, as in design and technology.

29. Overall, lessons are well planned, leading to an intensive use of time with little timewasting. However, teaching is sometimes unsatisfactory in overlong or very short sessions. Overlong sessions are sometimes ineffective because pupils cannot sustain their concentration or teachers give too many instructions, a feature of some mathematics lessons. Short sessions are sometimes ineffective when they are not planned for or when there is insufficient time to follow up previous work offering little depth and limited learning. Many pupils only experience the use of information technology in short sessions, sometimes a fragment within a longer lesson. In short

sessions of quiet reading the teacher sometimes makes no intervention while some pupils flit from page to page from a random book and others spend most of the time sorting through book boxes.

30. The teachers' questioning of pupils' to assess their understanding, especially during lessons, is often very good. It is used, for example to sustain the momentum and challenge in oral mathematics in the infant classes. It is also used to plan for future learning when a classroom assistant notes the pupils' oral responses as commonly occurs in the Year R, Year 1 and Year 4 classes. The teachers are generally good at monitoring the work of their class, encouraging pupils, adjusting the pace, drawing the class together to reinforce a point and increasing the level of challenge. Sometimes there is limited monitoring, with the teacher preparing a lesson or packing materials away while pupils are working. The marking of pupils' work is generally up-to-date but their work is rarely marked against the specific learning objective which generated the work. Where the marking is good the teachers specify what is good and what needs to be improved. Rarely does the marking indicate how the work could be extended or how it might link to an individual learning target for the pupil. Sometimes poorly presented work is accepted, for example in science in Year 6 and sometimes marking demonstrates low expectations, for example in praising work that is below the pupil's normal standard. This is particularly apparent where different teachers share a class.

31. Overall, the quality of homework is good. The pupils respond well to homework. Many interesting, relevant and diverse homework tasks are set but teachers are inconsistent in their approach to homework.

32. The learning of pupils under five is good, reflecting consistently good teaching. In Key Stage 1 the teachers' expectations and management of pupils are excellent and this impacts upon the pupils' learning, which is consistently very good. In Key Stage 2 the teachers' expectations are unsatisfactory in some subjects but good in others, and talented pupils are insufficiently challenged. As a result the pupils are less knowledgeable about their own capabilities and limitations with a consequent reduction in their intellectual and creative effort. The pupils' acquisition of skills, knowledge and understanding is good but sometimes work in class does not match the very good general knowledge that many pupils bring to school nor some of the high standards of work produced at home. Overall, there is too great an inconsistency of effort and of learning within Key Stage 2

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

33. The curriculum meets all current statutory requirements as they have been relaxed for the non-core subjects until September 2000. Although the taught time for Key Stages 1 and 2 falls within the recommended times, this time is not timetabled effectively. The taught time each day consists of four periods. In some classes, 10 or 20 minutes within some of these periods is used for reading, spelling, mental mathematics or information technology. Many of these short sessions are not timetabled or planned for and on occasions time is not well used. The amount of time packaged in this way is significantly reducing the time available for subjects such as history, geography and music and it is having a negative impact on the breadth and

relevance of provision as well as the standards attained. This substantiates some parental concern that history and geography are being squeezed from the timetable. Although the timetabling is more effective for the under fives, insufficient resources within the outdoor area restrict opportunities for their physical development and the limited range of resources in the classroom restricts their creative opportunities.

34. The school provides a very effective personal, moral and social education which includes good provision to raise pupils' awareness of drug misuse and sex education. Parents, in the amount of time and support they give to the school, the local community and a wide range of extra-curricular activities greatly enhance the curricular provision. In Key Stages 1 and 2 English, mathematics and science are very strong as are design and technology and physical education in Key Stage 1. Parents are very positive in support of the standards the school achieves. French is well established in Years 4, 5 and 6.

35. The National Literacy and Numeracy Strategies have been effectively implemented, particularly in Key Stage 1. The structure of the literacy hour is well understood but the higher achieving pupils are not always challenged sufficiently in Key Stage 2. Planning for the literacy hour and the daily mathematics lesson is taken from the national frameworks, which ensures some consistency of provision. However there is still some uncertainty about the teaching of mental and oral mathematics at the start of the lesson.

36. All pupils have full access to the curriculum and to other aspects of school life. The curricular provision for the one pupil with English as an additional language who receives additional targeted teaching is very good. There is effective support for pupils with individual education plans and for the two pupils with a statement of special educational needs. Within a class, the staff work together to plan for and meet the pupils' needs. Good use is made of angled writing boards and pencil grips to support the learning of individual pupils. Equality of opportunity is a priority on the school development plan. Staff and governors' awareness has been heightened as a result of training sessions. This has already resulted in some changes in practice such as the purchase of books and materials that support equal opportunities for all pupils.

37. The school offers a wide range of extra-curricular activities covering aspects of sport, country dancing, choral and instrumental music, art and gardening at lunchtimes and after school. These are well organised, popular and enjoyed by pupils. Piano, keyboard and chess lessons are funded by parental contributions. In addition, there are many educational visits which further enrich pupils' experiences including links with London's museums and galleries, the local church and library. The residential visits to the Isle of Wight in Year 4 and to France in Year 6 are high points in pupils' experiences and very effectively support their learning.

38. The very high standards in English, mathematics and science that the pupils achieve are an excellent preparation for secondary education. In addition, the pupils meet their new teachers and visit their new school during an induction week. Increasingly, as pupils move through the school, they are encouraged to accept more responsibility, which develops their self-esteem and confidence. In Year 6 participating

in the partner-reading scheme with Year 1 pupils and in the prefect system develops their maturity and understanding of living in a community.

39. The provision for pupils' spiritual development is good. A strong Christian ethos is reflected throughout the life and work of the school. School assemblies provide many opportunities for pupils to learn about religious beliefs. They reflect upon their own experiences during periods of quiet thoughtful prayer. Assemblies are led well by members of the senior management team who are ably assisted by pupils during storytelling. Well chosen stories are skilfully linked to the pupils' lives and personal qualities, developing their self-knowledge. During an assembly about pancakes, led by the headteacher, pupils were provided with opportunities to reflect upon their own personal ingredients and how the wrong ingredient, such as revenge, can be replaced by good qualities such as forgiveness. A candle burning, music playing as the pupils enter and leave the hall and the tuneful singing of hymns all enhance the pupils' spiritual awareness.

40. The provision for pupils' moral development is very good. For example, the School Council provided an opportunity for pupils to discuss a Code of Conduct they sought to adopt throughout the school. The presentation of certificates during assembly for honesty, good work, being a good friend, being cheerful and making good progress reinforces the strong moral values of the school. The teachers promote moral values effectively, for example in Year 2 the pupils sensitively discussed whether they need smart equipment to enjoy themselves. All members of staff set a very good example to pupils by dealing fairly with incidents, listening carefully to all points of view before using sanctions such as missing playtime or losing house points. In the Reception class, staff create amusing opportunities for pupils to learn from their repartee, which they use when modelling ways of resolving differences of opinion amiably. In the majority of classes there are high expectations of good behaviour and pupils are consistently provided with a secure moral framework within which to learn.

41. Provision for pupils' social development has significantly improved since the previous inspection and is very good. Participating in School Council creates a powerful opportunity for pupils to understand how democracy works, taking decisions following open discussion and debate. The opportunity to discuss their ideas creates responsibility to report back to their fellow class members. This enables the pupils to understand and communicate constraints they must accept; for example that financing a school swimming pool is unrealistic. Prefects and monitors undertake a wide range of tasks around the school such as playing the piano in assembly or helping with the audio-visual equipment. These activities develop a sense of responsibility to the school community. "Special friends" chosen by each class to help pupils in the playground enable pupils to show kindness and tolerance towards one another. A small range of toys and equipment is provided for pupils to use during playtime creating opportunities for them to learn how to share fairly. In Key Stage 2 the pupils are supervised as they share the use of large climbing apparatus, while in Key Stage 1 reception pupils take turns in playing inside the playhouse. Gardening tasks are regularly provided. The pupils have opportunities to grow vegetables, flowers and plants from seeds encouraging them to develop a sense of environmental awareness. During shared reading Year 6 pupils learn how to take responsibility for younger pupils. By raising funds to sponsor a child in India the pupils develop positive attitudes to others in less

advantaged situations. Residential visits for older pupils make a significant contribution to the development of their social awareness. All staff set a very good example by their positive attitudes, tolerance and kindness towards one another and to all pupils.

42. The provision for pupils' cultural development has not significantly improved since the last inspection and remains unsatisfactory. A residential visit to France offers pupils an opportunity to develop a European awareness. Day visits to local churches, and to St Paul's Cathedral in Year 3 encourage pupils' awareness of their own culture and to reflect upon the traditions of their community. Contributions made to cultural awareness by many subjects, for example in art, music and geography, remain unsatisfactory. Resources have been purchased to support the pupils' knowledge of other faiths and cultures but these have not been effectively incorporated into schemes of work to develop systematically pupils' understanding throughout the school. Some opportunities are provided in Years 5 and 6 for pupils to learn about Judaism and Islam but this is insufficient to significantly develop their knowledge and understanding. The school continues to make inadequate arrangements to prepare pupils for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school takes good steps to ensure the pupils' welfare, health and safety. Arrangements for the security of the pupils are very good. The site is extremely secure and well monitored. The pupils are regularly warned not to engage in conversation with passers by through the high wire mesh boundary fence. There is a comprehensive health and safety policy written with the specific needs of the pupils and the site in mind. A governors' health and safety committee keeps a close eye on potential hazards around the school. Risk assessment is carried out thoroughly each term. Any health and safety issues are carefully followed up and invariably result in improvement.

44. Welfare and first aid procedures are very good. All staff are aware of any particular medical needs of individual pupils and know how to proceed in an emergency. The welfare co-ordinator is well organised and maintains the first aid boxes carefully. Accident books are kept accurately and parents are always informed about bumps and grazes or knocks to the head. The school liaises satisfactorily with the school doctor and local health service. Child protection procedures are satisfactory. All staff are aware of what to do if they suspect that an individual pupil may be at risk. The headteacher is the designated senior member of staff and the school policy is in line with the Croydon Child Protection guidelines. However, the headteacher and staff have not had recent training to keep them sufficiently up-to-date with current recommendations.

45. The school acts very well to promote the best interests of all its pupils. The small size of the school helps to ensure that every pupil is well known to all the staff. The school works very supportively with families to ensure that domestic problems impinge as little as possible on particular pupils' education. The staff currently take it in turns to bring pupils to school whose mother is ill and unable to leave the house. Whenever necessary, there is effective liaison with the social services or the education welfare officer to support pupils and families in need. The pupils with special educational needs are well supported. A Year 1 pupil has special furniture to allow him equal

access to the curriculum and another pupil is able to attend the forthcoming Isle of Wight visit because a welfare assistant will be accompanying her.

46. The school gives effective support and advice for all its pupils in their personal development. It has good procedures for settling in new pupils and ensuring that they are well cared for and able to learn confidently within a short time of arrival. All future reception pupils visit the school for half a day in the summer term and then receive a home visit from the class staff before they start school in the autumn term. They start with half a day and then progress to a full day as soon as they are ready. The class teacher has the needs of each pupil at heart and may suggest particular pupils have an afternoon at home if they appear tired and fractious.

47. During their time at school all pupils have a good range of personal, social and health education. All pupils receive a sound grounding in sex education and drugs awareness. Good use is made of the community police officer to assist in the teaching of the use and misuse of drugs. Procedures for responding to issues concerned with pupils' personal development are good, based as they are on effective informal communication. However, systems are insufficiently established to indicate how individual pupils are progressing in their personal development over time. There are very good opportunities for pupils to take on responsibility and develop their awareness of citizenship. Well thought out systems of prefects, monitors and the School Council allow pupils to grow in self-confidence and maturity. The pupils are positively encouraged to be aware of the needs of others in many ways, for example as "special friends", in shared reading or in supporting local and national charities. Older pupils are supported well in their transfer to secondary school, given specific and individual guidance relating to the variety of schools available.

48. Procedures for promoting and monitoring attendance are good. The support and positive attitude of parents are strong contributory factors in encouraging pupils to attend happily and regularly. The headteacher and chairman of governors monitor the registers regularly and are quick to identify any individual problems or absence trends. The school administrative officers are careful to follow up any un-notified absences and work effectively with the education welfare officer.

49. The school is generally effective in encouraging good behaviour. The strong Christian ethos and supportive parents are positive factors in promoting behaviour that is moral and socially acceptable. Staff have a high expectation of good behaviour. All classes display the agreed Code of Conduct; which is simple and clear to understand. The school has an effective reward system culminating in merit certificates awarded at the Friday morning assembly. The pupils can also win points for their houses of Andrew, David, George and Patrick. In most cases the pupils value the award of these points, but some teachers award them with insufficient thought and then their significance is lost. Although the school has clear behaviour and discipline policies, which reflect the contributions of staff, governors and parents, the many separate systems in operation make monitoring unsatisfactory. In addition, the headteacher and senior management team are not rigorously checking and supporting behaviour management across the school to ensure that each teacher is confident in coping with poor behaviour. All staff are intolerant of bullying, racial and sexual harassment. Procedures for monitoring and eliminating such behaviour are very good. Anti-bullying

guidelines are an important part of the behaviour policy. Parents are effectively involved at an early stage should their children be party to any bullying incidents. Any racial incidents are carefully monitored.

50. The assessment and monitoring of the pupils' academic performance is effective for the under fives but otherwise it is unsatisfactory. The school's assessment policy does not influence practice. Each class teacher has a mark book, individual pupil portfolios and a record of whole school test results. Within classes there is little evidence of such assessments informing planning for pupils' future learning or being used to monitor their performance. National Curriculum levels are written on a sheet attached to a pupil's work in an individual portfolio. Where this is done thoroughly and accurately it is helpful but in some classes the portfolios are not kept up-to-date, reflecting confusion among staff over what should be kept in these files. This has not been helped by a significant turnover of staff and three classes each split between two teachers. In addition, separate portfolios maintained by subject co-ordinators contain few examples of accurately levelled work. This does not support teachers in making an accurate and consistent assessment of levels of attainment at the end of each key stage.

51 The special educational needs register is clear and contains suitable information about the relevant pupils. Those placed on the register receive support commensurate with their stage of need. The register is regularly updated following reviews of individual pupils. However, the lack of systematic monitoring of assessment information undermines the reliable, consistent identification of pupils' special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has an extremely strong and beneficial partnership with parents. Many parents attended the pre-inspection meeting and returned questionnaires. Nearly all parents have a very positive view of the school. In particular they consider the headteacher to be outstanding and instrumental in the recent school improvement. The inspection team recognises the school improvement but has identified too much inconsistency across the school to endorse this view fully. Some parents have concerns about the consistency of the setting and marking of homework. The inspection evidence indicates that most teachers set an appropriate amount of homework but it also shows that some teachers set different amounts of homework unrelated to a pupil's age and that homework is not always regularly marked. A significant number of parents thought that the school does not provide a sufficiently interesting range of activities outside lessons. This view is not justified. For a small primary school the pupils have a very good variety of lunchtime and after-school clubs.

53. The quality of information provided for parents on general school issues is good but on their children's progress is unsatisfactory. Both junior and infant entrances have a prominent noticeboard and parents receive regular newsletters. The prospectus and annual report from governors are both comprehensive and positive in tone. The parents were fully involved in drawing up the home school agreement. Although parents have been invited to useful evening meetings to learn more about the literacy and numeracy strategies, they do not receive a sufficient amount of information on the termly topics and curriculum areas their children are going to cover in class. The teachers are

available to meet parents each term to talk about their children's progress. The summer term meeting is particularly beneficial as parents receive the end of year report well in advance so that its content can be discussed in detail. However, a significant number of reports do not indicate the progress made in each subject since the end of the previous academic year.

54. The school has strong and effective links with parents. From the time their children enter school, parents are welcomed and consulted. Reception children are settled sensitively into school life, with sufficient opportunities for the parents to meet the staff beforehand. The school is very supportive of families who need particular help. Whenever the school has any concerns about a pupil, they are quick to contact the parents and include them in discussions and meetings.

55. Parents are very well involved in their children's learning both at home and at school. They are all concerned to see that their children achieve as well as they can. The school is very successful in encouraging parents to be vital partners in the educational process. Parents are conscientious in ensuring that their children complete their homework, although some parents do not find the homework policy sufficiently clear to allow them to give appropriate support. In the Reception class the vast majority of parents regularly complete the record to accompany their child's reading book. There is always very good attendance at school events. Many parents come into the school to help with reading, information technology or other classroom support roles. Many accompany outings and local visits. The school fully recognises their valuable contribution. The headteacher often writes personal thank you letters and a party for parent helpers is held each year. The impact of the parents' involvement on the work of the school is excellent. It goes far beyond the classroom to include fundraising. Nearly all parents contribute regularly to the diocesan maintenance fund. There is a flourishing parent-teacher association, which has raised considerable funds to provide computers, lighting and playground equipment to enhance the pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The overall leadership and management by the headteacher is satisfactory. The headteacher exerts a very positive influence on the school, sets a good example to others and undertakes his responsibilities conscientiously. He has maintained the improved educational standards of 1997 and secured some additional improvement. However, his monitoring of the school and planning for further improvement are not satisfactory. As a result there are some inconsistencies of standards and quality across the school within its generally high standards.

57. The headteacher has secured and maintained the confidence of an articulate and knowledgeable parent body. This represents an improvement in the leadership of the school. His communication with the parents is clear. He has also a good working relationship with the governing body and has been very successful in bringing stability following a period of uncertainty in the direction of the school. He has targeted pupils' achievement, aiming for a larger proportion of pupils to achieve the higher levels in their end of key stage tests and has secured success in this aim. He is building a more effective team through such strategies as staff sharing ideas gained through in-service training at the weekly staff meeting. The new senior management team is developing

coherence although it spends too much time discussing day-to-day matters rather than on the direction of the school. Staff development as a foundation for school improvement is given priority. It is firmly established, well administrated and well documented. All members of staff have clear job descriptions, generally appropriate to their roles, although this does not include for subject co-ordinators a responsibility for the standards of pupils' attainment. A reduction in the number of part-time teachers has been achieved resulting in a gain in the continuity of experience for pupils. Effective use of learning resources and of the accommodation has been secured. The pond area has benefited from financial aid secured by the headteacher's liaison with the local community and businesses. The school is successful in achieving its aims to offer security to its pupils and to build their self-reliance. The pupils are at ease and demonstrate commendable pride in their school. However, some do not achieve their full potential. There has been insufficient action to eliminate some of the known weaknesses within the school.

58. The governing body is conscientious in its approach and extremely supportive of the school, but it is not effective in fulfilling all its key responsibilities. Its committees and working groups have clear terms of reference and its work is informed by a comprehensive manual. With the exception of the appraisal of teachers all statutory requirements are met. Individual governors show impressive commitment and make valuable contributions to the school, in assembly and as voluntary helpers often assisting pupils' learning within the classroom. This support, however, sometimes leads to an inappropriate interpretation of its role as critical friend of the school. It has not asked sufficiently challenging questions about the school's progress and therefore not pressed sufficiently for improvement. As a result, a number of improvements required from the previous inspection report have not been achieved. A governor links with each class and with each subject and writes reports which include professional judgements on these links for the governing body. This has caused confusion because it overlaps with the headteacher's responsibility for monitoring the school and reporting on the school's progress to the governing body. Subject co-ordinators are not held accountable to the governing body for their subject. Sometimes governors make a recommendation to the governing body for purchases rather than raising questions about how priorities for expenditure are established. The school's performance information is neither tracked nor interrogated sufficiently to identify priorities for improvement. The scope of the school's strategic development plan, including action plans for improvement, is too broad and success criteria too vague to enable the governing body to easily monitor the school's progress. Many of the timescales for action are unclear and the actions proposed are not costed.

59. The monitoring and evaluation of the school's performance are unsatisfactory. The headteacher has established procedures for monitoring but they are ineffective. There has been a very limited amount of formal monitoring of the teaching. Most subject co-ordinators do not observe lessons and do not monitor pupils' work with any degree of regularity. They monitor teachers' half-termly planning but this lacks rigour. The school's strategic development plan is not securely based upon a effective analysis of the school's strengths and weaknesses. It is based upon what members of staff and governors believe needs to be achieved rather than what can be achieved in the context of the financial and personnel resources available. There is slippage in the realisation of some of its targets. There is no linkage between the performance management of

staff and provision for their professional development. The school is not yet ready to be a provider of initial teacher training. The guidance within many policies is vague and there is inconsistency of practice through the school.

60. The strategic use of resources within the school is satisfactory. Although the strategic development plan is not aligned with the budget, expenditure has enhanced the quality of pupils' learning. This has been through spending to support national subject priorities and to improve the school's learning resources and environment. However, there remains from the previous inspection a lack of clarity on measuring the cost effectiveness of initiatives. For example, there is no clarity about the costs and benefits of creating non-contact time for members of the senior management team. The new chairman of the finance sub-committee has a clear understanding of the need to measure cost effectiveness as well as the importance of budget setting and budget control and shows determination to take effective action to secure improvement. Year by year the budget carry forward has reduced to its present precarious amount. The audit report of September 1997 concluded that there was limited assurance in the use of monies because of weakness in control as well as in areas of non-compliance. The school reports that all these matters have now been rectified. The local education authority's auditors have not assisted the school in any follow-up visit to endorse this judgement. The administration of the school is efficient and well organised.

61. The school has not secured the full benefits from its investment in new technology. Computers are underused in the classroom. The link to the internet has not been established. The proposed database of pupils to facilitate the tracking of their progress and the analysis of the school's performance is not fully established. Specific grants are used satisfactorily. Grants to support special educational needs are well used. The Standards Fund supports in-service training and the teaching and learning of specific groups of pupils. The training of teachers has generally been effective but too little money is spent on whole school training which has the potential to improve the consistency of approach across the school. The money to provide additional support in literacy for pupils in Years 3 and 4 has been used well. As yet there is no evidence of the impact of booster classes in Year 6. The governing body has not yet established the principles of best value in informing its decisions.

62. The number and experience of teachers are good, although the prevalence of part-time teachers reduces the continuity of provision for pupils. Staff have appropriate qualifications covering a suitable range of subject specialisms. However, the teachers' qualifications do not always match their areas of responsibility. Good expertise exists in a variety of areas but the significant turnover of staff and of areas of responsibility has had a detrimental effect upon subject co-ordination. The support staff serve the school very well. Their number, qualifications and experience are very good.

63. The school's accommodation is good and this has a positive impact on standards. In addition to extensive grounds, the school has good teaching areas and some specialist areas, including two libraries and a music room, although the latter has poor acoustics. The value of the accommodation is enhanced by very good maintenance by the site manager. The impact of learning resources on pupils' progress is satisfactory but there are wide variations in their quantity and quality from one subject to another. Classrooms are generally well resourced. The main library has

a limited number of books but they are generally of good quality. The storage of stacking chairs in this library reduces its effectiveness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. This report has identified weaknesses that should be acted upon to raise standards and to improve the quality of the school. The governing body and headteacher should now:

- (1) Clarify their distinctive roles in monitoring the school's progress and in planning for school improvement enabling:
 - the headteacher to manage the monitoring of the quality of teaching to identify good practice and inconsistencies in order to generate further improvement;
 - a more effective school improvement plan to be written and monitored;
 - subject co-ordinators to be more accountable for standards and quality.
(Paragraphs 56-61, 81, 96, 99, 103, 107, 119).

- (2) Improve the quality of teaching in the junior classes by:
 - raising teachers' expectations, particularly of able and talented pupils;
 - managing more effectively situations where the timetable is split between two teachers;
 - making more effective use of the school day to enable pupils to work effectively in more subjects.
(Paragraphs 24-26, 28-30, 32, 33, 35, 80, 85, 90, 95, 102, 106, 110, 115).

- (3) Improve the assessment and analysis of pupils' learning to:
 - set targets for their short-term improvement;
 - establish longer-term targets for their attainment;
 - track their progress against the targets set.
(Paragraphs 8, 30, 50, 86, 111).

- (4) Raise standards of attainment in art across the school and in geography and information technology in the junior classes through:
- following schemes of work fully;
 - improving learning resources in geography
 - using computers more frequently.
- (Paragraphs 10, 11, 25, 27, 28, 92, 94, 95, 100-103, 108-111).
- (5) Improve provision for pupils' cultural development through greater use of the aesthetic and multicultural aspects of subjects.
(Paragraphs 42, 71, 96, 100, 102, 115).

In addition, there is a need to improve the mental and oral starter activities in the daily numeracy lesson in the junior classes. (Paragraphs 35, 85, 86).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	70

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	17	21	36	9	8	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y 6
Number of pupils on the school's roll	217
Number of full-time pupils eligible for free school meals	12

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	16	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (94)	97 (100)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	15	15	15
	Total	30	30	29
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	94 (100)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	14	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	15	13	16
	Total	26	25	29
Percentage of pupils at NC level 4 or above	School	87 (81)	83 (81)	97 (84)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	15	13	15
	Total	26	25	28
Percentage of pupils at NC level 4 or above	School	87 (84)	83 (84)	93 (83)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	9
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	153
Any other minority ethnic group	15

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	23.8:1
Average class size	31

FTE means full-time equivalent

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	129.5

Financial information

Financial year	1999-2000
	£
Total income	423680
Total expenditure	431227
Expenditure per pupil	1987
Balance brought forward from previous year	11198
Balance carried forward to next year	3651

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	153

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	1	2	0
My child is making good progress in school.	47	48	5	1	0
Behaviour in the school is good.	58	40	1	0	1
My child gets the right amount of work to do at home.	37	48	11	3	1
The teaching is good.	61	36	1	1	1
I am kept well informed about how my child is getting on.	44	48	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	76	20	3	0	1
The school expects my child to work hard and achieve his or her best.	72	23	3	1	1
The school works closely with parents.	56	40	3	0	2
The school is well led and managed.	85	12	1	0	1
The school is helping my child become mature and responsible.	67	31	1	1	1
The school provides an interesting range of activities outside lessons.	37	47	8	2	6

Other issues raised by parents

Parents are very positive in their support for the school. They like assemblies and the sport available. Concerns were raised about the consistency of expectations in Year 3 compared to those in Year 2, insufficient challenge for the more able, literacy and numeracy displacing subjects such as geography and history and inconsistency arising from job shares in some classes.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

65. Pupils enter the Reception class in September following their fourth birthday and by the time they are five the majority attain the recommended outcomes expected for their age in all areas of learning. Many pupils reach higher standards in their personal and social development, language and literacy and mathematics.

Personal and social development

66. By the time they are five all pupils make good progress and attain levels higher than the expected outcomes. The quality of teaching is good. The pupils are eager to come to school, enter the classroom independently and with confidence. Staff provide excellent role models in their working relationship. This significantly enhances the provision of a very happy and secure environment, which encourages the pupils to be supportive of one another. The pupils with special educational needs are well supported, for example when practising regular exercises to develop fine hand control. The pupils are happy to work together in small groups such as in the “shoe shop” where they take turns and share equipment well. They courteously ask one another if they may use equipment such as when threading beads in a mathematics lesson or blocks when building structures. They learn to share as they use toys and enjoy role play during playtimes in the playhouse outside. They concentrate well and persevere, completing their work with enthusiasm. They respond well to requests to tidy away. Staff encourage the pupils’ independence when undressing and dressing for physical education. Some pupils take great delight to be the first fully dressed. The teacher, supported by the nursery nurse, has high expectations of the behaviour of pupils and their fair, kindly and consistent approach leads to high standards. The pupils respond with very good behaviour and enjoy excellent relationships with the staff and one another. They share a joke as staff act out pretend “conflicts” about which type of currant bun is the best. This “acting” between staff is used to set a good role model, enabling pupils to learn how to resolve “conflict” by agreeably taking account of one another’s point of view.

Language and literacy

67. The pupils attain standards higher than the national expectation. Many enter the Reception class with good language and literacy skills and make satisfactory progress overall. Recent changes to planning and effective careful observation to assess pupils is improving their progress. For example a review of pupils’ attainment led to a greater emphasis on language development particularly in the use of adjectives, resulting in significant improvements in pupils’ writing. The quality of teaching and learning is good. The teacher, nursery nurse and other adults provide good role models for speaking and listening. They engage pupils in conversation using a rich and varied vocabulary. By using probing questions they develop the pupils’ understanding and use of a wide range of new words. During a science lesson the nursery nurse encouraged pupils to observe and describe everyday objects and their constituent materials carefully. They answered

enthusiastically offering many suggestions using a good vocabulary. Provision of a writing area with scope for role play encourages the pupils to develop their writing skills. The pupils demonstrate great pride in the results of their work as they show and read it to adults. A very able pupil confidently related to the class an excellent story he had created about a big giant. The story contained five chapters and had a good beginning, exciting action and a good conclusion, showing an excellent understanding of the structure of stories. Reading is well developed by the teacher planning activities to enhance the pupils' phonic skills. In shared reading the pupils are encouraged to discuss pictures as a useful strategy to understand and read a new book. Most pupils know the sounds that letters make and they can use this knowledge to read simple words. They are familiar with the difference between fiction and non-fiction books. More able pupils are provided with increasingly challenging tasks and can blend sounds to read unfamiliar words and an exceptional pupil is provided with opportunities to broaden the range of his reading. Reading sessions and the provision of a pleasant library adjacent to the classroom help create a love of books and language. The pupils readily choose to read books and happily discuss them, handling them with care.

Mathematics

68. The pupils attain standards higher than the national expectation. Recent improvements are the result of good teaching and learning of mathematics. The work is now matched to the pupils' different attainment, allowing all pupils to progress at an appropriate pace. Higher attaining pupils know and use addition, subtraction and equal signs as they use beads to carry out and record addition and subtraction sums to 10. Pupils of average attainment can use non-standard units such as a number of plastic cubes to measure length confidently. Lower attaining pupils can count, write and match numbers to ten. During registration the pupils demonstrate their knowledge of the date (today and yesterday). They use language appropriately and accurately for example relating to length during a lesson comparing the size of shoes used in the lesson. The pupils' understanding is enhanced by the repartee between staff discussing their own shoe size. A pupil following their lead, explained how one pair of the shoes used in the lesson had belonged to him last year but they were now too short. This stimulated even more discussion of comparisons of length. Planned opportunities in art and information technology enable pupils to know the names of two dimensional and three dimensional shapes by making and painting models for a space scene and generating them using a computer program.

Knowledge and understanding of the world

69. The pupils attain standards in line with the national expectation. Teaching and learning are satisfactory and the pupils make sound progress. In making pancakes for Lent, the pupils investigated what happens when ingredients are mixed together and heated. Recent planting of seeds enabled them to understand how plants grow. The pupils work confidently on the computer and receive good quality individual support from a parent who uses questions that can be answered in different ways to help develop keyboard and mouse skills. The pupils can drag and drop words to create sentences and, with support, print out their work. Through the use of well-chosen stories and expressive story telling the pupils' understanding of chronology is developed

effectively. For example in a story about “The Lost Shoe” high expectations of pupils’ understanding and subsequent skilful use of questions enabled the pupils to develop this understanding of the terms “long ago”, “today” and “the future”. However, these high expectations are not reflected across all aspects of this area of learning.

Physical development

70. The pupils attain standards in line with the national expectation. The teaching is generally satisfactory but the pupils’ learning is unsatisfactory since the range of experiences limits their progress. During physical education lessons they develop their physical skills and at playtime they have access to a few, small wheeled balancing toys. They handle the limited range of tools and equipment safely and can use scissors to cut paper. In making currant buns with dough, the pupils had opportunities to show increasing dexterity. However, they lack opportunities to develop their co-ordination and imagination through the use of outdoor, large wheeled toys and supervised climbing activities.

Creative development

71. The pupils’ standards are in line with the national expectation. However, overall the teaching and learning are unsatisfactory because there are too few opportunities for pupils to explore, express ideas and communicate feelings through choosing from a variety of easily available materials to develop their creativity. This limits their progress. The pupils’ observational skills are satisfactorily developed in art when painting a self-portrait. They make water resistant wax patterns and experiment in making marks using a variety of pencils and crayons. They also experiment with colour mixing and learn how to create colours of their choice. These skills and experiences are used to enhance other areas of the curriculum such as English when illustrating a space story or painting a self-portrait for a book review. The pupils’ opportunities to develop role-play are limited by insufficient resources and the lack of planning of clear and precise learning objectives to ensure the effective development of their imagination. They have opportunities to work with paint, sand, dough, glue and paper but art materials are not readily available and there is a limited range of tools. Music is well used in physical education to create a calming atmosphere at the end of a lesson but there is little use of music to enrich the classroom or to create opportunities to explore, express and communicate feelings.

72. Since the previous inspection standards have been maintained, particularly reflecting good quality provision for the pupils’ personal and social development, language and literacy and mathematics. However, the provision for creative and physical development is unsatisfactory with insufficient improvement in opportunities for supervised adventurous outdoor play. The planning for pupils’ learning and the assessment and recording of their progress have improved.

73. The very good relationships and communication between all staff and the active support of parents contribute significantly to pupils’ learning. The enthusiasm and clear vision of the newly appointed Early Years and Key Stage 1 co-ordinator has contributed to the quality of provision. Under her effective guidance and leadership the planning of

the curriculum and the assessment of pupils' learning has been reviewed and modified. These changes have been successful. However, in planning for improvement the action plan lacks detail and clear criteria for evaluating its impact on the pupils' learning.

ENGLISH

74. Overall, standards of attainment are well above the national expectation in Key Stages 1 and 2. Standards are consistently high throughout the school.

75. The standards of speaking and listening at the end of both key stages are very good. In Key Stage 1 the pupils can retell a story in sequence confidently and clearly, using a wide range of vocabulary. In Year 2 one boy was able to explain that the point he wished to make referred back to what the class had been discussing previously. The pupils are able to suggest the alternative words "lank", "scrawny", "gaunt" and "angular" for lean, "overweight", "stout" and "chubby" for fat. Throughout the key stage the pupils listen carefully to one another. The teachers listen intently to pupils and this provides excellent role models. In Key Stage 2 the pupils can adapt their speaking to different circumstances and contexts with independence and confidence. Year 6 are able to read an excerpt from "Macbeth" fluently and with great expression. They are able to explain and discuss the main and supporting points when discussing their interests and concerns. They speak confidently in a range of settings and at different levels of formality. In an assembly for parents and the whole school, Year 6 presented a "This is Your Life" of Jesus with a skilled blend of humour (Mary confiding that the arrival of Jesus had been a bit of a surprise) and reverence to engage the interest of the large audience. Throughout the key stage the pupils listen and respond to one another well, waiting their turn to speak and on occasion developing the argument of the previous speaker further. They are confident in their use of technical language such as simile, mnemonics and homophones and use them with ease whilst discussing their reading or writing.

76. Standards in reading at the end of Key Stage 1 are very good. All pupils are able to read their books fluently, accurately and with good expression. They delight in reading and can name their favourite books and their illustrators. They confidently tackle any unknown words using a variety of strategies and can retell a story with ease, recalling all the relevant details. They generally make good use of their reading time, becoming immersed in their book. They use the attractive and inviting class libraries well. Reading is well resourced with pupils often having their own copy of the main text used by the class. Individual reading is very well supported by classroom assistants and parents. Pupils who are identified as having special needs in reading, progress extremely well and usually achieve average standards by the end of the key stage. Year 6 pupils take impressive responsibility for the conduct and progress of their reading partners in Year 1. Both year groups benefited from the identification and exploration of letter blends. A Year 1 boy wrote a list of st words, which included instead, fast and star; at the prompting of a Year 6 pupil, another boy was able to circle 19 st words in the text. The pupils operate autonomously; mixed age, mixed race and mixed gender groups work amicably together. Standards of reading at the end of Key Stage 2 are very good. The pupils are confident and motivated readers. They give reasons for their preferences and they have a wide repertoire of books and authors. They cope easily with the reading demands of the curriculum such as reading from Shakespeare with

fluency and understanding. The pupils can locate information from non-fiction books and select essential points and issues to support their views. Progress in reading throughout the school is very good. The pupils with special educational needs are well taught and the school uses classroom assistants, parents and friends from the community to provide additional opportunities to practise their reading and library skills. The libraries are well used and there is a good range of fiction books in the classroom.

77. Standards of writing at the end of Key Stage 1 are very good. There are many exciting opportunities, across the curriculum to encourage pupils to write. They write clear, well thought out instructions for making a puppet; write notes for creating a bedroom of their choice in design and technology; write about their own experiences such as owning their first puppy in literacy; write prayers in religious education and poetry about rain following the format of Jon Poulson's poem, "A Puddle". A short story about the introduction of a puppy into the home was well written, correctly punctuated, with an engaging ending. In Year 1 the pupils had written their own book about textures called "Material Magic". In science, this involved researching and investigating texture. In literacy, one group designed and planned their book including front and back covers, content and dedication pages. Individuals prepared the text for each page and the whole class voted on the style they preferred so that their book would have repeating language patterns from one page to the next. Year 6 pupils helped their reading partners to cut out textured letters and to spell the labels correctly. This is an excellent example of the way the school uses writing to create links across the curriculum. Writing by the end of Key Stage 2 is also very good. There are some high quality pieces of extended stories where writing is used to create pace, as in a car chase, and to build up suspense and atmosphere. There are many examples of poetry, letter writing, news reports and prayers. They are well constructed, well presented and accurately spelt. The pupils are beginning to use paragraphs and making links between one paragraph and the next. Dictionaries are used as a matter of course. The pupils learn to take notes, plan their work and redraft it. When the opportunity arises they are able to word process their work and import pictures and sound. The independent writing of the higher achieving pupils is often of a higher standard than the work they are asked to complete on their English language worksheets, which often focus on aspects they are already skilled at such as contractions and connectives. These are too easy and do not stretch the pupils.

78. In Key Stage 2, writing is not of a consistently high quality in science, history or geography, although there are many very good examples in religious education such as the retelling of the Christmas story - "There's no way we can afford a hospital" complained Joseph; the parable of the five loaves and two fishes retold in the first person; preparation of questions for interviewing the vicar; the creation story written in the style of the Just So Stories. Presentation also varies throughout the key stage. It slips in some year groups and in some subjects. Handwriting is joined and well formed.

79. There has been a high level of improvement since the previous inspection when standards of achievement in English were average and less able pupils were under achieving.

80. Overall the quality of teaching in both key stages is good but it ranges from poor to excellent. In one excellent lesson, preparation began during registration when pupils were asked to re-read the previous day's text and learn the words of the "crocodile" story. Role-play, studying the text and physical actions for beginning and end of speech all helped to introduce speech marks in an extremely practical way. Examples of writing were read aloud for the class to reflect upon and evaluate. The teacher set targets for pupils to achieve and improve their work. The pupils were given a clear understanding about what was good about a piece of writing and how it could be improved. The final plenary focused on the purpose of the lesson, checking that the learning had taken place. The classroom assistant noted pupils' responses so that the teacher could assess what she needed to teach next. The teacher made learning fun and easy. In most lessons the teacher's expectations are high, ensuring that work is completed to a good standard. The teachers in Key Stage 1 enable the pupils to form extremely good work habits. Information technology is used in a number of classes but it is insufficiently used to improve the skills the pupils need for their English work. The pupils with special needs are well taught and make good progress. One pupil with English as his second language is particularly well supported by a specialist visiting teacher. A real strength of the teaching of English is the quality of support provided by the classroom assistants. Their interaction with both pupils and teachers is excellent; their ability to anticipate and respond to needs is exemplary. Pupils and teachers are very well supported by them. Where teaching is unsatisfactory or poor, the teacher's knowledge of the subject is not strong, and the preparation and planning are poor. This leads to pupils not being challenged sufficiently, time wasted and on occasions, unruly behaviour developing. Within the school day the literacy hour often has a timetabled slot of 80 minutes. Teachers often shorten this to 60 minutes and use the rest of the time for additional reading. This time is not always well used and the quality of teaching does not always further the pupils' learning. Where marking is helpful it provides feedback on the quality of the work with suggestions on how it might be improved rather than just a blanket 'very good' which does not indicate what it is about the piece that is good.

81. The National Literacy Strategy has been introduced and implemented well, but there has been insufficient monitoring of the teaching and learning to share the practice where it is very good or excellent and to improve it where it is unsatisfactory or poor. The co-ordinator is enthusiastic and has initially focussed on improving provision for reading. She is trialling a reading response book to help keep a closer track of pupils' reading books. Many non-fiction books have been purchased for use in quiet reading time in an attempt to interest the boys whose achievement is less than the girls'. Specific texts have been introduced to enhance personal and social education and religious education. Resources are good.

MATHEMATICS

82. Overall, standards of attainment are well above the national expectation in Key Stages 1 and 2. Standards are consistently high throughout the school.

83. In Key Stage 1 the pupils have very good mental mathematics skills and use their knowledge of the 2, 5 and 10 times tables to solve problems posed by their teacher. They can name and describe the properties of three dimensional shapes using

mathematical language such as “vertices”, “vertex”, “faces” and “edges”, accurately. They can draw three dimensional shapes showing perspective while the highest attaining pupils draw nets and construct three dimensional shapes with a high degree of accuracy. The pupils with special educational needs are well supported so that they attain average and, in one case, above average levels. At the end of Key Stage 2 the pupils can convert fractions to decimals and percentages and understand rounding to 2 decimal places. The majority of pupils understand how to find the mean, mode and range of data while the most able use calculators and formulae to solve problems involving distance, time and speed. They use formulae to solve problems involving area and perimeter and can use co-ordinates in four quadrants. However, they use estimation inconsistently to check the results of applying a formula to solve problems and have limited strategies to realise their answers are not reasonable. The pupils are able to convert metric to imperial measures and generate conversion charts.

84. Standards of attainment have improved very considerably since the previous inspection, particularly for lower attaining pupils. Generally, more appropriate work is set and more opportunities are provided for pupils to think for themselves, selecting their own approaches to solving problems in Key Stage 1.

85. The quality of teaching in Key Stage 1 is very good with some examples of excellent teaching. The pupils learn well through excellent and constant interactive dialogue with teachers. This challenges the pupils’ mathematical knowledge and enables teachers to evaluate the pupils’ replies to ensure they understand and then swiftly to offer questions to develop the next steps in their learning. Lengthy lessons in Key Stage 1 are used well by teachers to bring pupils together to discuss common difficulties and to evaluate work. This strategy is an effective use of time, which enables pupils to maintain their concentration. Lessons are concluded by well-managed plenary sessions, which consolidate pupils’ understanding. Planned activities focus on learning mathematics and time is not wasted through unnecessary writing or colouring. In Key Stage 2, the quality of teaching is satisfactory. Some teachers successfully use interactive dialogue during mental mathematics but this is not consistently used effectively and mental mathematics sessions are frequently slow, lack challenge and sufficient interaction between the teacher and pupils. This is sometimes used ineffectively, particularly when the teachers engage in lengthy instructional monologue. This hinders the pace of the lesson and results in insufficient time for pupils to work at challenging tasks, which in turn leads to frustration for pupils who concentrate well and work hard when they have challenging, interesting tasks. This frustration also occurs when there is a change of teacher who is unable to provide the academic support needed. This results in unsatisfactory learning in Year 5 and on occasions in Year 6. Teachers have good relationships with their pupils and usually maintain good discipline. In Year 5 inconsistent expectations of behaviour and of mathematical standards, lack of pace and challenge result in poor behaviour, which adversely affects the pupils’ learning and standards of work. The pupils with special educational needs are well provided for with activities matched to their needs ensuring very good progress.

86. The teachers use the National Numeracy Strategy framework to plan their lessons effectively enabling them to set work which is usually well matched to pupils’ learning needs. This ensures that work becomes more demanding and there is good coverage of all aspects of the mathematics curriculum. However, the arrangements for

mental and oral mathematics are unsatisfactory in Key Stage 2. Equipment and materials to support the development of mental mathematics are insufficient. The assessment of pupils' work is frequent but comments and assessments do not always relate to the precise learning objectives identified in the planning. This results in pupils not knowing what they need to do next to improve their learning. Targets are set but they are used with insufficient rigour to significantly influence standards. Mathematics is used well in science in both key stages but there is insufficient reinforcement and application to develop mathematics in other subjects. Information technology is infrequently used to enhance the pupils' learning.

SCIENCE

87. At Key Stage 1 standards of attainment are well above the national expectation. The pupils are able to use simple equipment such as a ramp and to observe and measure the distance a toy car travels after descending the ramp. They also fully understand the distinction between a predicted distance travelled and the actual distance travelled reflecting the gradient of the ramp used. Some pupils can measure accurately the height of the ramp at its starting point and the distance a car travels. They are generally confident in their use of scientific vocabulary; one pupil suggested that a prediction is a sensible guess. At Key Stage 2 standards of attainment are above national expectation. The pupils know the names and location of major organs of the human body, for example of the digestive system, the blood circulatory system and the female reproductive system but they are less knowledgeable in explaining the main functions of some of these organs. Most pupils, in conducting an investigation, recognise the importance of ensuring a fair test and the value of varying one factor to make observations and to draw useful conclusions.

88. Improvement since the last inspection has been excellent. Standards of attainment have increased at both key stages, particularly for the more talented pupils. They are confident to pose questions and to plan and carry out investigations. The teachers' subject knowledge is often excellent and information technology is often used to record findings, for example to graph changes in the heart rate of Year 6 pupils after exercise and to monitor changes in the environment.

89. The quality of teaching in Key Stage 1 is good. The teachers have very good subject knowledge and ensure that the pupils learn about different materials and forces through investigations. They also offer challenge in what is to be done and in the language used to describe observations. During an investigation of the types of paper most effective for writing upon, the pupils were introduced to "opaque" and "transparent" as well as "shiny" and "slippery". The teachers are very clear about what they intend the pupils to learn in each lesson, explain tasks well and are very well supported by a classroom assistant, welfare assistant and voluntary helpers. They also monitor the pupils effectively giving encouragement and recognising good efforts. Sometimes the organisation of an investigation does not fully take the space available into consideration nor the time available to share observations and to reach a conclusion. The pupils' learning is good, shown by their accurate use of an increasing scientific vocabulary, their concentration in their investigations and their confidence in conducting a fair test.

90. The quality of teaching in Key Stage 2 is generally very good. All the teachers have excellent subject knowledge, identify clearly what the pupils are to learn, identify activities to engage higher and lower attaining pupils and identify relevant resources. For example, Year 4 had four varied balls to roll down different surfaces (smooth wood, sandpaper, carpet and wet towelling) of fixed gradient to investigate friction and Year 5 had a vast array of musical instruments, including castanets, cymbals and even cardboard tubes to investigate vibrations when sound is made. Investigations are regularly used to develop the pupils' knowledge and understanding, aided by a common booklet to specify what is to be found out, predictions, what is to be done, things to change and to keep the same, diagram, results table, graph and what has been learned. Year 3 have recorded effective investigations into the best material to keep their teacher's tea warm, which material is sufficiently strong to hang their teacher's picture frame and which material makes the bounciest ball. Year 4 investigated effectively the force of springs inserted into their own "Jack in a box". Classroom assistants give excellent support to individual pupils and to ensuring safe working conditions, for example when a thermometer was used to measure the loss of heat from hot water poured into beakers made from different materials. The pupils' learning is good, assisted by the abundance of practical activities, but the impact of the teaching is not always as effective as it should be. Sometimes the teacher gives insufficient advice on how to record observations made and sometimes the timetable constrains the time available. The consequence is that results are collated and findings discussed on another day, for example during a short session, following a numeracy lesson and before assembly. In addition, the pupils' standards of presentation of their written work are unsatisfactory in Years 5 and 6.

91. The leadership of the co-ordinator is good. She has written an effective scheme of work which assists teachers' half termly and lesson planning to provide balanced coverage of the subject, to set specific learning objectives for lessons and to ensure that new learning builds on previous learning and becomes more demanding. She has spread new ideas effectively, purchased resources to fit the scheme of work and encouraged teachers to have the confidence and commitment to raise standards. Her monitoring of development is good. Improvement has also been assisted by the very good attitudes of pupils towards learning. They settle quickly, are keen to answer questions, to make suggestions and to pose good questions. They listen to instructions carefully, use materials and behave responsibly and co-operate in groups very effectively.

ART

92. In both key stages standards of attainment are below the national expectation. The pupils in Year 1 are able to create detailed patterns from regular and tessellated shapes. One pupil was able to explain and demonstrate how the rotation of the pattern shape would make his picture change. The pupils demonstrate a high level of skill in sticking, cutting, colouring and printing, taking great care to do it well. They use information technology independently very well to generate a pattern, colour it, reduce it in size, copy it, save it and print it. In Key Stage 2 the pupils enjoy painting and drawing but they lack experience in a wide range of activities. They respond well to the work of other artists such as O'Keefe, Van Gough, Monet and Gauguin. The pupils are

beginning to record their observations and practise their skills in sketchbooks. A few are able to record their observations in some detail, using hatching and cross-hatching for shading. Their learning is limited by often repeating similar work from one year to the next. The pupils have formally asked for an after-school drawing club through their School Council. Some art enrichment opportunities are provided for pupils participating in workshops run by professional artists such as the recent Colourscape project, an arts based experience using light and sound which allowed pupils in Year 5 to work on large scale sculptures. In addition there has been involvement with workshops held at museums such as the Victoria and Albert Museum, where pupils used information technology to link photography and their own sketches to create postcards.

93. There has been no improvement in standards since the previous inspection. A good scheme of work has been introduced but it is not always followed by the teachers.

94. Only four lessons were observed. In one good lesson the teaching was well planned and well structured with an introduction, which enthused pupils to design their own pattern. Throughout the lesson the teacher instructed pupils in improving their skills and techniques. She skilfully involved the pupils in discussing how they thought they could develop their work in the future. More commonly the teaching is unsatisfactory and sometimes poor. Here, a lack of insight in the teaching, poor quality resources and preparation indicated doubtful knowledge. The strategy of reading "Robin Hood" aloud in order to manage the behaviour of the pupils inhibited the opportunities the teacher had to instruct, motivate and to question them in order to improve their skills and knowledge.

95. Learning in art is assisted by the pupils who work well together sharing their tools and equipment and co-operate, for example by modelling for one another. The co-ordinator supports her colleagues well with suggestions of resources to use and is developing portfolios of examples of pupils' work to demonstrate an appropriate standard for different age groups. However, neither planning nor delivery is monitored with sufficient rigour and there is no formal assessment of what the pupils know and can do. Teachers are allowed to select aspects from the scheme of work, which considerably narrows the range of activities for pupils. This results in the majority of art lessons consisting of drawing or using paint. Even when ink, clay or screen painting is planned for, these activities are omitted because of extra demands made on the timetable. In the autumn term in Key Stage 2, 5 out of 7 lessons were cancelled in one year group. The skills of exploring and using different media are therefore poor. The art co-ordinator has run a Saturday morning club, taking pupils to galleries, museums or exhibitions and encouraged boys to attend by including a lunch at Macdonald's!

DESIGN AND TECHNOLOGY

96. Only two lessons were observed but there was much evidence of pupils' work around the school. Standards of attainment are well above the national expectation at Key Stage 1. The pupils design and make a variety of simple objects effectively, for example sock puppets in Year 2. There is a satisfactory balance between planning, designing and making products. Where the planning is good it is detailed and shows what is intended to be made. In Year 2, a "design and make your dream bedroom"

project was completed at home following design at school. The models are well made and imaginative, the teacher building upon the very positive partnership between home and school and the high level of parental interest shown. Standards of attainment are above the expectation at Key Stage 2. The pupils know that people have different views and preferences and that adults with different lifestyles need different diets. They apply this knowledge when planning a suitable menu for active and sedentary lifestyles. They obtain information from a variety of sources, apply it effectively to their task and show awareness of health and safety issues. They know that products are made for a particular purpose and that a variety of different designs can meet the same requirement. For examples, given the task of making toys for younger pupils, pupils designed and made a variety of wooden toys and tested them with younger pupils to see whether they fitted the purpose.

97. Standards of attainment have improved throughout both key stages since the previous inspection. This reflects the introduction of a scheme of work, better learning resources and greater confidence of the teachers in design and technology.

98. No teaching was observed in Key Stage 1. In Key Stage 2 the quality of teaching is satisfactory. The teachers have suitable subject knowledge and provide a wide variety of materials to assist the pupils' work, for example a large puppet controlled by string, a Sooty hand puppet and a squirrel finger puppet in Year 3 to show how different puppets move. However, the learning objectives are not always clear and appropriate. Where the task is clear, pupils work well with concentration, interest and are motivated but where the teacher does not explain the tasks clearly this leads to the pupils becoming confused about what they are expected to do. The level of challenge is satisfactory to enable the pupils to make progress in their learning.

99. There is a clear scheme of work, which includes ideas and suggestions for projects. However, teachers have too much choice in how closely they follow the scheme of work and the occurrence of design and technology activities is sporadic. For example, Year 6 have recently started their first topic of the year. The co-ordinator has developed good knowledge about the subject having completed a ten-day course but there is no systematic monitoring of the quality of teaching or of pupils' work.

GEOGRAPHY

100. Only two lessons were observed, one in each key stage. On the basis of a scrutiny of pupils' work and discussion with pupils in Year 6, standards of attainment are around the national expectation at Key Stage 1 and below the national expectation at Key Stage 2. At Key Stage 1 the pupils have an appropriate vocabulary and good map skills. They are able to draw an effective map in planning the construction of a model of a dream bedroom and can draw large-scale street plans with the aid of information technology. They also show an awareness of different places, for example in noting comparisons between the local area and a locality in Africa. At Key Stage 2 the pupils show limited awareness of both the characteristics and use of atlas maps and limited knowledge of the features of rivers and of a locality within a less economically developed country.

101. Improvement since the previous inspection is unsatisfactory. Standards of attainment have declined at Key Stage 2.

102. The quality of teaching in Key Stage 1 is satisfactory. This has promoted the pupils' learning, for example through role-play in operating a travel agency within Year 1 and through good use of shared reading of texts on geographical topics in the literacy hour in Years 1 and 2. In Key Stage 2 the teachers lack specialist knowledge of appropriate lines of enquiry. Examples include a study of St. Lucia in Year 5 which has focused upon the island's history and its wildlife and, in Year 6, river studies which focused upon associated famous historical figures and events, small-scale maps and exotic rather than characteristic geographical features.

103. The work of the co-ordinator is poor. Teachers are unsupported in identifying clear learning objectives for their lessons. The pupils in Key Stage 2 have not experienced a coherent programme of study and, apart from the recent acquisition of atlases, the resources are poor. Potentially valuable residential visits to the Isle of Wight in Year 4 and to Forges les Eaux, France, in Year 6 are not used effectively to develop the pupils' geographical knowledge and understanding.

HISTORY

104. Standards of attainment are in line with the national expectation at both Key Stages 1 and 2. At Key Stage 1 the pupils' knowledge is variable. Where it is good there has often been a significant input from home. The history covered at school is limited. For example, the pupils know the main events of the Great Fire of London and the year in which it happened but they know little about the period and the lifestyle of people living at the time. They are not able to place the events of this episode in sequence. Many pupils' study skills are also limited, with information available from very few sources. At Key Stage 2 the pupils have good factual knowledge and understanding of life in Britain since 1948 and life in ancient Greece. They gather information from a variety of sources, take notes and use these in further work, for example in drawing the key points from an oral history of Britain since 1948 given by a member of the school community. Year 6 pupils know factual information about the location and life of Sparta and Athens and can compare the two locations. They know about the limited number of domestic appliances available in the 1950's in Britain and can apply their knowledge to compare life then with life today. They can explain how leisure pursuits have changed with the development of home entertainment such as television and how washing practices have changed with the development of more advanced washing machines.

105. Standards of attainment have not improved since the previous inspection. Standards and quality remain uneven across the school.

106. No teaching was observed in Key Stage 1. Four Key Stage 2 lessons were observed. The quality of teaching observed is satisfactory overall in Key Stage 2 but varies from excellent to poor. The teachers' knowledge of the particular periods of history taught is variable. Where the teaching is good or better the teachers are well prepared, have high expectations and provide a stimulating lesson delivered at a good pace. For example in Year 4, as part a study of the Second World War, the teacher

arranged for a wartime jeep and ambulance to be brought to the school. She had prepared the pupils well. They had devised a good selection of interesting and stimulating questions for the visiting experts. The pupils therefore made excellent progress in their learning. Where the teaching is unsatisfactory the teacher's organisation, expectations and behaviour management is poor and the pupils are insufficiently challenged. As a consequence the pupils do not apply themselves to their learning and in a number of cases waste the majority of the lesson. The teachers make inconsistent use of artefacts and displays to stimulate the pupils' learning. Good displays make a positive contribution to the teaching of history, for example the Year 4 display on the Second World War. The use of resources is also variable. In Year 3 an appropriate video about ancient Egypt was well used but there is an over-reliance on poor quality photocopied material and upon pupils providing information from home. In Year 3, one pupil brought in sufficient Egyptian style bread for the whole class the morning after a discussion about ancient Egyptian food. However in Year 6 the pupils had been told to find examples of Greek myths from home. Only half the pupils provided material and the teacher was not suitably prepared to provide other pupils with examples without disrupting the pupils' learning. Individual work and projects are regularly used as part of the pupils' work but there is insufficient monitoring of this work. On some occasions the pupils' learning is effective but often there is insufficient challenge and the work produced is not of a suitably high standard. The quality of written work at the end of Key Stage 2 is often unsatisfactory and its presentation is poor. Too high a proportion of the time allocated is used for note taking. The pupils are not always clear about the purpose of this work. The teachers' expectations of written work are often too low and as a consequence pupils are not suitably challenged to produce high standards.

107. The school's history policy and scheme of work are unsatisfactory. They have little or no effect upon the quality of the history that is taught. The co-ordinator has very little impact on improving standards. She does not monitor the quality of teaching or of pupils' written work. Planning for future improvement is unclear.

INFORMATION TECHNOLOGY

108. Standards of attainment are in line with the national expectation at Key Stage 1. During English the pupils use a dictionary program to practise their literacy skills. In mathematics they are able to draw shapes and change their appearance on screen by choosing different tools to create different effects in the shapes they have drawn. LOGO is used with a floor turtle in to develop pupils' ability to devise a sequence of commands to support their understanding of addition, subtraction and direction. Standards of attainment are below the national expectation at Key Stage 2. In Year 3 the pupils can generate bar graphs to show the changes in temperature in materials in science and they are slowly developing the skills needed to write instructions to create commands in LOGO. At the end of Key Stage 2, the pupils produce edited word processed work and use a graphics package to improve the appearance of the text. In groups of 3 they observe the use of a data meter to set up a control to alert someone to the potential hazard if the temperature of a light bulb increases too much. A programme is produced for the annual school play. Scanned photographs and some computer generated material are used, but opportunities are missed for pupils to insert their own

word processed contributions, use computer generated plans of the stage layout or to use designing skills in its production. The pupils use a CD-ROM effectively to extract information, for example in history, and bring in good quality work they have produced at home.

109. Standards of attainment have improved at Key Stage 1 since the previous inspection. However, information technology is insufficiently used in all subjects, particularly in Key Stage 2, to allow the pupils to use and to apply their skills. Statutory requirements are now met. The school has worked hard to improve the equipment available, to introduce a scheme of work and to develop the skills of teachers.

110. The quality of teaching is satisfactory in Key Stage 1. The teachers systematically teach a range of basic skills, introducing them to the whole class. The pupils are then expected to practise these skills in pairs during the school day. This is particularly successful in Key Stage 1 where appropriate information technology activities are incorporated into science, mathematics and English lessons, enabling pupils to regularly use information technology skills to enhance their learning in other subjects. The quality of teaching is unsatisfactory in Key Stage 2. On occasions, information technology skills are taught when only half a class is present. This enables close attention to be given to pupils' strengths and weaknesses. Their learning is particularly enhanced when they are supported as they work in pairs, practising skills taught. Prompt sheets also provide useful support to aid pupils' memories when activities extend over a period of days. However, in another lesson 18 pupils shared three computers working on the task of creating a formula in a cell within a database. The ratio of computers to pupils resulted in a few active participants and many frustrated observers. Learning in this situation is unsatisfactory. The pupils use simple databases but they rarely pose complex lines of enquiry to analyse them. Information technology is regularly incorporated into science. However, there are insufficient opportunities in other subjects where pupils can choose to use information technology to solve problems and apply their skills and knowledge across the curriculum to further their learning. Good skills, often developed at home, are insufficiently enhanced by work in school.

111. The assessment of pupils' learning is unsatisfactory. The teachers record programs used rather than the skills acquired by pupils. The co-ordinator provides her colleagues with good support and works hard to ensure standards are improving. The introduction of a scheme of work is proving helpful and she has identified further areas for development but the action plan for improvement contains insufficient detail and the criteria for evaluating the success of initiatives taken are not linked to improved learning for pupils. Effective use is made of a classroom assistant to provide technical support to maintain equipment and to respond to problems which arise during the school day. Generally computers are under-used.

MUSIC

112 There is insufficient evidence to make judgements on standards of attainment; only 1 lesson was seen. In this short lesson the Year 6 pupils responded to and showed an awareness of music from different traditions such as blues, calypso and reggae. They were able to explain the differences between rhythm, dynamics and timbre and

they listened with enjoyment. During assembly all pupils sing with enthusiasm and vigour, achieving a good depth of sound. The pupils and their parents are encouraged to share their talents by accompanying hymns with piano or guitar and a variety of suitable music is played while pupils enter and leave assembly. Pupils are confident performers in a wide range of settings from assembly to community venues.

113. Provision has not improved since the previous inspection. There remains a reliance upon a temporary part-time specialist teacher.

114. Good use is made of music in many parts of school life. In registration as well as assembly it is used to encourage pupils to have a period of reflection to develop their own self-knowledge. It is used very effectively in physical education as stimuli for movement and to create pace and atmosphere for specific sequences of movement as well as for warm-ups or warm-downs. The extra-curricular activities such as choir, recorder, piano and keyboard extend the schools provision. Piano and keyboard lessons are funded by parental contributions. These lessons are well taught, encouraging enthusiasm for the subject as well as developing individual skills and knowledge. There are many occasions during the year when community and professional musicians are used to enrich the curriculum such as in a performance of the ballet Coppelia, Christmas stories told through dance and in drama and workshops based on light and sound, which culminated in a musical performance. In the summer term the school celebrates pupils' talents and achievements at an annual Gala Concert, which includes choir, woodwind and string soloists.

115. The teacher has excellent subject knowledge but a lack of time available on the timetable for music restricts the attainment of musical skills and knowledge for the majority of pupils. Although the prospectus states that class teachers will support the music specialist, this does not happen often, so that when the music specialist is absent, music is cancelled. This is not satisfactory. Timetabled provision is already short as, in addition to hymn practice each class receives only 30 minutes tuition each week. There is no scheme of work or formal assessment of pupils' skills, abilities and interests to enable these to be progressively built upon. Resources for music are good, including a wide range of tuned percussion instruments. A designated music room is available but it is cramped and furniture and furnishings are restrictive and unsuitable, particularly for older pupils.

PHYSICAL EDUCATION

116. Standards of attainment are well above the national expectation at Key Stage 1. The pupils perform simple skill activities safely and show control in linking their actions. They demonstrate a good range of movement, work with sustained concentration and use a variety of skills working alone and with partners. They are familiar with a variety of warm-ups, warm-downs and stretches. They work with enthusiasm and care. Year 1 pupils showed excellent concentration and good technique when working to develop their football skills. They used the correct part of their feet when dribbling the ball and most keep control of the ball and quickly stop it when asked to do so. By the end of Key Stage 1 the pupils demonstrate good balances, remaining still once the balance is

secure. They perform shoulder stands and attempt backward rolls with a degree of success. Standards of attainment are above the national expectation at Key Stage 2. The pupils' readily practise, improve and refine their work. They demonstrate symmetrical and asymmetrical balances working alone and with a partner and produce a sequence of movements; smoothly linking rolls and balances. They demonstrate the correct safe technique for push passing a hockey ball. They catch and throw small balls and control them using a tennis racquet but they do not always use the appropriate techniques, for example when throwing a ball over a short distance many passes are too hard and inaccurate. The pupils make good use of music, listening carefully and moving in time to the music. Pupils in both key stages make at least good and often very good progress. Pupils demonstrate to others and work conscientiously to develop these skills. Where pupils were challenged they performed very well making good progress.

117. Standards of attainment have improved in both key stages since the previous inspection. This reflects improvement in the quality of teaching.

118. The quality of teaching is very good in Key Stage 1 and good in Key Stage 2. All teachers plan carefully and identify clear learning objectives. In almost every lesson the teacher manages the pupils very well, setting high expectations for their learning and behaviour. The pupils respond positively, for example, in a Year 6 gymnastics lesson they worked in pairs to develop a variety of inter-linked balances. Their behaviour and concentration was very good and as soon as the teacher spoke they became silent and listened attentively. All lessons include good quality warm-ups and warm-downs. The teachers are enthusiastic, have a good subject knowledge and often demonstrate techniques. Where this is the case they set high standards that challenge the pupils. All teachers give pupils the opportunity to demonstrate skills and perform to others. Good pace is sustained throughout. In Year 2 exhilarating music, supported by the teacher's demonstration and encouragement, created a wonderful warm-up and start to the lesson. In Year 4 different pieces of music were used to build each stage in a sequence of activities. All pupils are well supported during lessons. In the best cases the teachers make their instructions very explicit so that pupils know exactly what is expected of them, for example asking the pupils to "show me your palms" before asking them to put them on the floor to start a bunny hop. Good use is made of praise to encourage all pupils. A pupil with a physical disability receives outstanding support from a classroom assistant working in tandem with the teacher to ensure the pupil is fully integrated into both games and gymnastics lessons. The assistant goes on hands and knees to support the pupils' work in gymnastics and carefully holds the pupil to support his attempts to skip in unison with the rest of the class. However, the talented pupils are rarely challenged. The teachers do not extend pupils who can already control a tennis ball, catch and throw or control a football with a high level of success. Sometimes the teachers do not sustain sufficient pace and learning opportunities are missed and learning is less effective when the pupils are unclear what is expected of them.

119. The school has good facilities particularly for outdoor games with two hard playground areas, one marked as a netball court, and a grass area marked out for football. However, the available space in the hall is limited by a portable stage that takes one sixth of the total area. Quality is enhanced by many different extra-curricular sports clubs and teams, many organised and run by the school's staff. They reflect the enthusiasm of the teaching and non-teaching staff and contribute to the pride in the school shown by pupils, parents' and staff. The resources are satisfactory overall but the resources for games are limited in variety and the gymnastics equipment is poorly stored and inaccessible to pupils and staff. The co-ordinator sets an excellent example to colleagues but she has not monitored the quality of teaching. There is no clear scheme of work and the plans for future development lack clear and appropriate objectives.